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ABSTRACT

By initiating formal structures for cooperation and coordination of programming between themselves and local high schools, community colleges can reduce the amount of unnecessary duplication of efforts and programs and can benefit many students who, without such a program of articulation, would be unprepared for community college course work. Sacramento City College and the Sacramento City Unified School District have had such a program for several years. In 1982, the two institutions established a formal joint articulation council whose objectives were to ensure integration and articulation of the curricula of these institutions (especially in the basic skills and occupational program areas), develop a continuum of assessment from high school to college to measure student achievement and ensure that students received appropriate preparation for college, and develop a continuum of instructional and student services. Two major series of projects were developed to meet these objectives. The first of these were problem-solving workshops, including articulation workshops for faculty in different occupational areas, joint curriculum workshops for English faculty, and inservice programs for high school faculty. The second set of projects included joint research studies in such areas as curriculum improvement, instructional material selection, and longitudinal research in the areas of student assessment and placement. The model has been quite successful, with benefits having been accrued by both parties in the partnership. (MN)

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THE SACRAMENTO CITY COLLEGE/SACRAMENTO CITY UNIFIED SCHOOL DISTRICT ARTICULATION COUNCIL

A MODEL FOR COMMUNITY COLLEGE/HIGH SCHOOL ARTICULATION

Admission to the College is now an opportunity open to almost all high school graduates. However, many of these students do not have the knowledge and skills needed to take advantage of these opportunities. Although there is concern about this lack of preparation, few efforts have been made by colleges and high schools to directly address this issue. Team efforts by colleges and high schools have proven successful. However, they require initiative on the part of the colleges and a formal sturcture to keep the connections active and viable. This is a description of a Model Articulation process which has proven successful in two years of operation.

Sacramento City College and the Sacramento City Unified School District have worked cooperatively for many years. However, the articulation activities have been informal and only partially effective. The lack of adequate preparation for students, apparent duplication of efforts, and shrinking budgets created a need to examine the articulation activities. In early 1982 the President of Sacramento City College and the Superintendent of the Sacramento City Unified School District developed the concept of a formal joint Articulation Council. The goal of the Articulation Council is to address the problems of the underprepared students and to reduce the amount of unnecessary duplication of efforts in the programs.

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Articulation Council Objectives. The Articulation Council is a formal structure which meets on a regular basis. The Council has three major objectives:

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- o To assure that there is integration and articulation between the Curricula of the High School and College programs, especially in the Basic Skills and Occupational Program areas;
- o To develop a continuum of assessment from High School to College to measure student achievement and insure that students have the appropriate preparation needed to succeed in college;
- o To develop an instructional and student services delivery continuum.

In order to meet these objectives, the Council developed several projects. The projects fell into two major catagories:

- o Problem Solving Workshops: These workshops included articulation workshops between faculty in specific Occupational Program areas, joint curriculum workshops for English faculty, and Inservice programs for high school faculty.
- o Joint Research Studies: Research needs were identified in the areas of curriculum improvement, instructional material selection and use, and longitudinal research in the areas of assessment and placement of students.

Articulation Council Structure. There are three major factors which contribute to the success of this Articulation Model; A formal struture, regular meetings, and the close involvement of faculty. The Articulation Council membership consists of mid- and upper-level managers of both school systems. The Council meetings are co-chaired by the College President and the Superintendent of the Unified School District. Meeting sites are alternated between the College and sites within the School District. During the first year, monthly meetings were held. However as the Council moved

into its second year, less frequent meetings were needed. There is full involvement on the part of the high school and college faculty in the articulation process. Most faculty involvement occurs at the level of the "Action Groups" who actually conduct the problem solving workshops or conduct the research studies. This grass roots involvement insures the success of the process because all levels of the organizations are involved in the planning and implementation of the articulation activities. The figure attached describes the Council's structure.

Functions and Outcomes. Each of the components of this Articulation Structure has specific functions. Each of the components is also able to point to one or several specific accomplishments as a result of its actions.

The Articulation Council itself provides the overall direction for the articulation activities of the two districts. It is the central force that insures that the momentum of articulation is maintained and that this momentum is productively channeled. The Council has four major functions:

- o General Planning and Goal Setting for Articulation activities;
- o Setting Priorities for the Council's activities;
- o Identifying problem or focus areas;
- o Ratify the recommendations of the Action Groups.

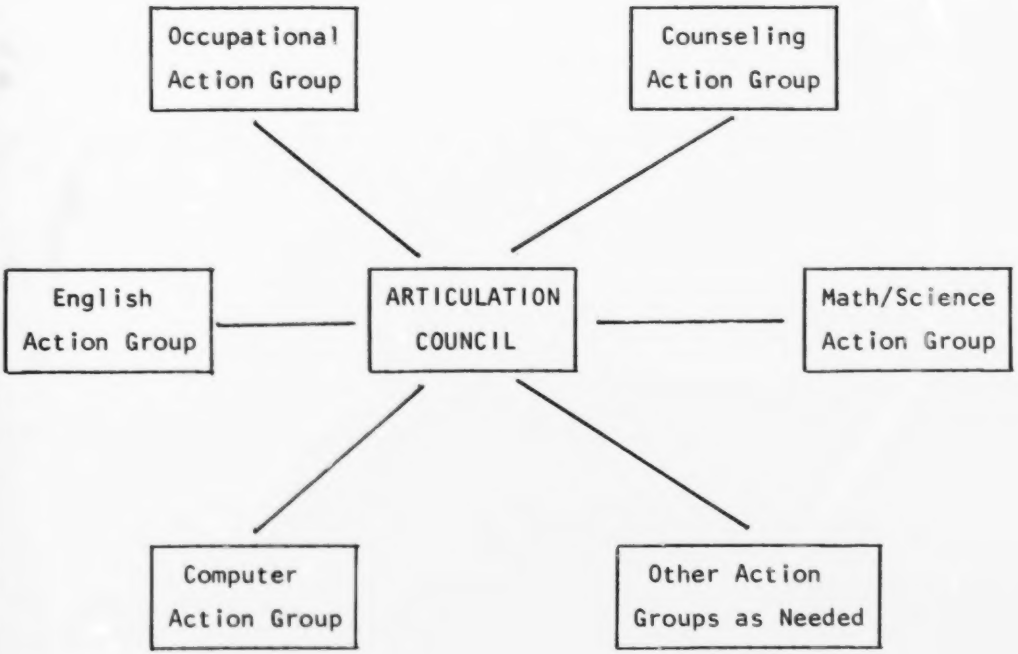
The primary articulation activity is conducted by the Action Groups. These groups, or sub-committees, consist of both faculty and management staff. The specific actions and recommendations of these groups is reported back to the Articulation Council on a regular basis. The Action Groups are formed on an as-needed basis and continue to function as long as is needed. Action Groups have been formed to perform such functions as:

- o Conducting Workshops for English/ESL faculty
- o Developing a Counseling Services Articulation Process
- o Developing Articulation Agreements for various Occupational Programs
- o Conducting a two-district assessment system
- o Articulating programs in Mathematics, Science, and Computers
- o Developing a Joint Plan for delivery of Services under JTPA
- o Consulting with the high schools on conducting In-service Workshops and setting up an "Academy" for Math, Science, and Engineering at a high school.

As a result of these action group activities, there have been several beneficial outcomes. Articulation Agreements have been signed for six different occupational programs. High School and Junior High School counselors have participated in Orientation Workshops at the College. College faculty and management have conducted inservice workshops for high school faculty in the areas of Science, Mathematics, and Computer Literacy. A joint curriculum workshop was conducted for English Faculty and a Directory of High School and College English Faculty has been printed.

Conclusion. The Articulation Model established by Sacramento City College and the Sacramento Unified School District has been successful. Benefits have accrued to both parties. Both Districts have seen a more efficient use of their resources. High School students have benefitted because more and improved information is available to them on College programs and requirements. This has made the transition of these students easier as they move from high school to the College. The College has also reaped a special benefit in that the Council has been an effective recruitment tool. Articulation is an activity

that is frequently talked about in education. However, this model has gone beyond the talking stage and has one major advantage--IT WORKS!!!


Occupational Action Group
Counseling Action Group
English Action Group
ARTICULATION COUNCIL
Math/Science Action Group
Computer Action Group
Other Action Groups as Needed